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News Summary

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The mind can help heal the body, say proponents of behavioral medicine, but researchers are having a difficult time trying to prove it. Story on Page 5.

A new government form intended to simplify the collection of data on universities has received bad reviews from institutional researchers. Story on Page 15.

Bob Knight, basketball coach at Indiana University, is a master of his trade, but critics say he is too temperamental to represent the U.S. as the coach of the Olympic basketball team. Story on Page 27.

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The Education Department has mismanaged federal loan programs for college housing and academic facilities, a House subcommittee charged last week. Story on Page 17.

Sociologists working outside academe—or looking for work there—are the focus of special interest by the American Sociological Association. Story on Page 21.

The British government has proposed legislation that would reduce the protection provided by tenure to university faculty members. Story on Page 31.

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2-Year Colleges Face a Decline in Enrollment

Private institutions escape dip this year, study finds

By BEVERLY T. WATKINS

The boom in two-year-college enrollments is over, at least for the time being.

The number of students in credit programs at the nation's community, technical, and junior colleges dropped to 4.94 million last fall, an overall decrease of more than 23,000 from 1982, according to a new report from the American Association of Community and Junior Colleges.

The drop, while modest, was the first since 1978, when credit enrollments declined by 5,925 from the previous year. However, that decline amounted to little more than a blip in the steady two-decade surge in the number of students attending two-year institutions.

End of 'Explosive Growth'

"Enrollments are leveling out after many decades of explosive growth," said Dale Parnell, president of the community-college association. "I don't think they will drop much, but we will not see our enrollments growing dramatically in the next few years. I think they will stay level."

According to the association's report, which was compiled from data provided by state administrators, the enrollment decrease was limited to the 1,064 public two-year colleges, which experienced a drop of about 29,700 students nationwide last fall. Enrollments increased by about 7,560 at the 155 private two-year institutions.

Of the total students in credit programs,

Continued on Page 16, Column 1

U.S. Denounces Treatment of Sakharov as 'Inhumane'

WASHINGTON

The United States last week called the Soviet Union's treatment of Andrei D. Sakharov, the dissident physicist, "inhumane and virtually incomprehensible."

Mr. Sakharov, who in 1980 was sent into internal exile in Gorki, a city 250 miles east of Moscow, started a hunger strike May 2 to protest the Soviet rejection of a request by his wife, Yelena G. Bonner, to travel abroad for medical treatment. Miss Bonner, who suffers from heart and eye problems, began a hunger strike of her own on May 13.

John Hughes, a State Department spokesman, said Mr. Sakharov "is one of the Soviet Union's greatest living scientists whose only crime has been to insist that the Soviet Union live up to to its pledges to uphold the human rights of its people."

Vote for President Dramatizes Split in AAUP Ranks

Members of the American Association of University Professors are using this year's election of officers to air some serious internal conflicts that have grown out of the association's role in collective bargaining.

The controversy is not focused on the qualifications of the candidates, who will be selected in a mail-ballot election that will conclude May 31.

Indeed, the two faculty members running for president—Paul H. L. Walter, professor of chemistry at Skidmore College, and Peter Falley, professor of math-

Continued on Page 16, Column 1

U.S. Judge Halts Cal. Field Tests in DNA Study

Experiments barred until court rules on lawsuit

By KIM McDONALD

WASHINGTON

A federal judge last week issued an order stopping researchers at the University of California from conducting the first deliberate release of genetically engineered organisms into the environment.

The temporary injunction also prohibited the National Institutes of Health, which had approved the experiment by scientists from the university's Berkeley campus, from allowing similar field tests of genetically engineered organisms until the court rules on a lawsuit filed against the N.I.H. by a coalition of environmental groups.

The 38-page order, issued by Judge John J. Sirica of the U.S. District Court for the District of Columbia, represented a significant victory for environmental groups that charged that the N.I.H. had violated federal law by failing to require environmental impact statements before approving such field tests.

No Trial Date Yet

Jeremy Rifkin, president of the Foundation on Economic Trends and the leader of a coalition that filed the lawsuit, said that because Judge Sirica's order supported the major complaints his group had made, he expected ultimately to win.

Judge Sirica has agreed to hear the case, but has not yet set a trial date.

"My feeling is that this will open up a national debate about how we should look at biotechnology and who should oversee

Continued on Page 10, Column 1

BLACK STUDENTS IN SOUTH AFRICA PROTEST LACK OF HOUSING

CAPE TIMES

Students at the University of Cape Town walk past slogan-cluttered tents pitched on the campus by black students protesting inadequate living accommodations. Story on Page 31.

FACT-FILE

1982-83 Holdings of Research Libraries in U.S., Canada

University libraries †	Overall rank ‡	Volumes in library	Volumes added	Current serials	Spending for materials*	Spending for salaries*
Harvard U.	1	10,567,240	158,012	99,500	$6,251,797	$14,018,278
U. of California, Berkeley	2	6,336,301	218,877	101,584	4,313,694	11,554,736
U. of California, Los Angeles	3	5,744,144	150,780	80,908	4,960,478	10,554,410
Yale U.	4	7,880,025	154,601	52,212	4,111,500	9,218,900
Stanford U.	5	5,040,940	146,400	46,572	4,631,057	10,823,140
U. of Texas	6	5,057,649	158,655	61,133	6,200,024	8,250,140
U. of Toronto	7	4,856,750	67,010	42,941	4,403,420	11,665,104
U. of Michigan	8	5,597,266	116,094	61,464	4,268,564	7,565,239
Columbia U.	9	5,270,432	77,984	60,570	3,325,112	8,256,261
U. of Illinois	10	6,411,948	169,333	93,913	3,522,005	6,984,143
Cornell U.	11	4,516,717	116,444	55,094	3,744,400	6,719,577
U. of Washington	12	4,168,079	77,267	39,476	3,971,429	6,056,263
U. of Wisconsin	13	4,281,749	108,534	52,153	3,543,073	7,267,140
U. of Minnesota	14	4,037,478	92,081	42,930	3,453,396	7,049,057
U. of British Columbia	15	2,262,210	91,654	33,815	3,153,525	7,664,149
Ohio State U.	16	3,779,819	87,535	27,519	3,989,869	6,099,506
Princeton U.	17	3,519,262	89,020	32,910	3,171,448	5,856,673
U. of N. Carolina	18	2,952,859	113,001	40,157	3,441,258	5,108,007
Pennsylvania St. U.	19	2,402,938	129,958	23,335	2,839,766	5,943,909
Indiana U.	20	4,105,734	112,322	28,346	3,165,486	5,677,990
U. of Arizona	21	2,853,707	112,265	32,105	3,194,650	4,511,024
U. of Chicago	22	4,688,361	122,770	50,233	2,504,372	4,711,380
U. of California, Davis	23	1,827,150	73,937	46,480	3,637,044	4,959,402
U. of Virginia	24	2,550,064	83,311	25,021	2,886,476	4,719,966
Rutgers U.	25	2,083,310	59,095	21,910	2,560,961	6,597,629
U. of Pennsylvania	26	3,120,976	66,742	31,687	2,108,386	5,126,224
New York U.	27	2,756,470	57,599	28,390	2,632,451	5,159,537
Howard U.	28	1,315,753	73,200	25,078	3,206,316	5,253,799
U. of Alberta	29	2,316,650	85,367	14,605	2,660,505	6,621,145
Northwestern U.	30	2,973,100	83,698	32,970	2,476,552	4,737,447
U. of Georgia	31	2,226,090	84,473	45,126	2,854,541	3,489,983
U. of Florida	32	2,349,473	63,528	24,563	2,555,757	3,784,459
Duke U.	33	3,261,222	76,580	29,667	2,700,586	4,302,483
U. of S. California	34	2,247,063	76,289	36,765	2,820,361	4,486,352
Michigan State U.	35	2,898,698	91,867	20,002	2,279,658	4,020,593
U. of Pittsburgh	36	2,472,489	65,862	20,094	2,182,612	4,221,082
U. of Iowa	37	2,494,680	82,103	30,633	3,141,842	3,602,773
State U. of New York, Buffalo	38	2,181,241	43,300	22,933	2,264,228	3,872,521
U. of Kansas	39	2,323,678	71,761	28,487	2,773,122	3,786,157
U. of California, San Diego	40	1,566,293	58,823	28,883	2,515,033	4,246,766
Arizona State U.	41	1,830,329	72,889	22,422	2,812,846	3,281,351
U. of Maryland	42	1,577,178	39,491	19,441	2,287,994	4,298,147
Johns Hopkins U.	43	2,393,572	44,531	18,097	2,175,457	3,647,874
U. of California, Santa Barbara	44	1,532,918	59,610	19,811	2,321,075	4,226,207
Louisiana State U.	45	2,017,365	63,182	22,172	3,309,250	3,091,030
Boston U.	46	1,449,992	54,028	25,416	2,148,524	3,098,501
Massachusetts Inst. of Technology	47	1,906,374	37,201	20,382	1,692,225	3,885,102
Syracuse U.	48	2,065,873	55,864	21,232	1,809,504	3,127,613
U. of Kentucky	49	1,694,632	40,544	35,050	2,300,841	3,301,072
McGill U.	50	2,188,662	61,977	14,419	1,852,889	5,584,632
U. of Cincinnati	51	1,371,023	40,265	18,445	2,256,060	4,108,150
U. of Missouri	52	2,160,267	43,131	19,207	2,041,097	2,612,137
Virginia Polytechnic Institute and St. U.	53	1,391,736	56,757	21,336	$1,964,000	$2,488,700
U. of Hawaii	54	1,914,846	62,033	33,889	2,104,712	3,775,501
Texas A&M U.	55	1,418,345	53,422	16,886	2,077,193	2,957,942
Washington U. (Mo.)	56	1,953,047	35,174	15,210	1,914,895	2,860,639
Georgetown U.	57	1,407,270	61,191	18,367	2,022,798	3,404,949
U. of Houston	58	1,360,084	48,910	16,375	2,103,484	2,768,281
U. of Miami	59	1,444,582	33,285	18,263	1,927,882	2,966,597
Southern Illinois U.	60	1,756,367	40,154	19,709	1,763,527	3,573,302
U. of South Carolina	61	2,003,347	53,362	16,561	1,555,760	2,508,741
U. of Western Ontario	62	1,447,373	43,865	18,891	2,246,251	4,200,276
Emory U.	63	1,789,395	53,204	17,032	2,114,835	2,710,582
Brigham Young U.	64	1,625,278	51,178	16,318	n/a	n/a
U. of Oklahoma	65	1,981,440	77,444	16,823	1,927,508	2,741,011
U. of Connecticut	66	1,801,211	54,265	16,969	1,837,211	3,260,193
York U.	67	1,436,146	56,231	19,883	1,630,988	3,377,268
Washington St. U.	68	1,346,609	42,109	31,675	2,092,692	2,592,421
U. of Colorado	69	1,972,172	44,473	20,366	1,839,710	3,062,593
Purdue U.	70	1,538,062	34,964	16,846	1,774,764	3,136,412
Iowa State U.	71	1,498,279	50,929	20,098	2,192,378	2,828,877
U. of Rochester	72	1,925,138	53,463	9,894	1,807,481	2,843,403
Brown U.	73	1,847,736	42,754	14,579	1,716,489	2,688,839
U. of California, Irvine	74	1,068,363	44,845	15,301	2,375,238	3,169,348
Wayne State U.	75	1,941,348	37,141	14,448	1,579,326	3,214,336
Vanderbilt U.	76	1,517,038	38,548	15,941	1,678,232	2,666,957
Temple U.	77	1,742,595	44,785	14,881	1,478,626	3,290,547
State U. of New York, Stony Brook	78	1,374,100	52,822	18,463	1,929,767	2,605,288
U. of Utah	79	2,045,797	30,135	14,299	1,691,511	2,682,992
U. of Tennessee	80	1,448,738	27,396	24,915	1,592,719	2,622,297
U. of Nebraska	81	1,523,130	50,320	18,535	1,712,881	2,175,040
Tulane U.	82	1,478,003	50,637	14,155	2,168,437	2,218,441
U. of Manitoba	83	1,293,852	42,775	10,795	1,687,732	3,732,654
Georgia Inst. of Technology	84	1,661,559	92,853	24,754	1,290,196	1,617,316
North Carolina St U.	85	1,092,724	44,744	16,616	1,990,418	2,373,316
U. of Massachusetts	86	1,938,833	68,784	13,247	1,702,717	3,219,864
Florida State U.	87	1,448,753	35,140	15,935	1,723,455	2,116,975
McMaster U.	88	1,273,954	40,234	13,424	2,153,238	2,851,837
U. of Delaware	89	1,554,082	59,047	16,974	2,085,967	1,842,834
Queen's U.	90	1,495,596	46,537	13,941	1,720,700	2,884,191
U. of Oregon	91	1,586,877	46,537	17,011	2,034,426	2,437,193
Dartmouth C.	92	1,516,998	41,344	18,592	1,578,641	2,083,648
U. of Notre Dame	93	1,543,952	44,700	11,203	1,452,296	2,161,511
State U. of New York, Albany	94	1,062,495	34,552	15,660	1,555,223	2,276,725
U. of New Mexico	95	1,126,047	39,518	9,317	1,430,885	2,488,563
U. of California, Riverside	96	1,121,512	46,389	14,228	1,596,356	2,442,049
U. of Alabama	97	1,511,340	38,205	12,976	1,888,852	1,640,703
U. of Saskatchewan	98	1,124,670	41,324	9,377	1,721,078	2,818,865
Colorado State U.	99	1,356,950	41,430	15,549	1,213,803	2,245,844
Oklahoma State U.	100	1,346,878	39,146	14,503	1,515,737	1,699,334
U. of Guelph	101	1,408,433	67,683	9,345	1,455,354	2,500,092
Kent State U.	102	1,484,183	46,726	8,718	850,914	2,252,272
Case Western Reserve U.	103	1,432,425	21,756	13,461	1,242,712	2,259,056
Rice U.	104	1,146,577	36,780	10,862	1,509,483	1,685,340

† Libraries are not supposed to report figures for their branch campuses.
‡ Based on an index developed by the Association of Research Libraries for quantitative comparisons. The index takes into account volumes held; gross number of volumes added; microforms held; current serials received; expenditures for library materials, binding, salaries and wages, other operating costs; and number of professional and nonprofessional staff members.
* Figures for Canadian libraries are expressed in U.S. dollars.
n/a Data not available

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

Library Group Suggests Members Be Wary of Signing Pact on Photocopying

By PAUL DESRUISSEAUX

The American Library Association has told its members to be cautious about signing an agreement proposed by a publisher regarding the photocopying of journal articles.

The A.L.A., which has 40,000 individual and institutional members, said in a prepared statement that an agreement proposed by Springer-Verlag New York, Inc., overstated the limits on photocopying for academic purposes "and seriously threatens to chill the exercise of fair use rights by librarians."

In March, Springer-Verlag, publisher of a number of scientific and technical journals, including *Astronomy & Astrophysics* and *Journal of Computational Mathematics*, notified librarians at colleges and universities that it would, in effect, issue them licenses without charge to make up to six copies of portions of Springer-Verlag publications to be used in library reserve rooms, if the librarians would agree to sign the "reserve permission letter" proposed by the publisher. The letter described restrictions that the librarians would be expected to put on the use of the photocopied material.

Failure to sign the agreement, the publisher stated, would mean that no reproduction or copying of materials under Springer-Verlag's copyright would be permitted. The only exceptions would be cases where special arrangements were made through the Copyright Clearance Center, a nonprofit organization that provides "after the fact" authorization to copy certain materials in return for royalty fees.

In a letter to Springer-Verlag, Robert Wedgeworth, executive director of the A.L.A., said the publisher's proposal "seriously misstates" the law concerning photocopying under the Copyright Act of 1976.

Mr. Wedgeworth said the publisher's contention that its material could not be photocopied unless the agreement was signed failed to acknowledge that "fair use" copying, as described in Section 107 of the copyright act, is not an infringement of copyright.

"Copying for purposes such as criticism, comment, teaching, scholarship and research—all activities commonly undertaken in the university setting—is clearly fair use," wrote Mr. Wedgeworth. "In ignoring the clear language and intent of the statute, your mailing does a disservice to our profession and to the goals of higher education."

In his letter, Mr. Wedgeworth said that evidence indicates that librarians pay "conscientious attention" to copyright matters. "In light of the statutory privilege of fair use—an important right for all of us to protect—acquiescence with the demands of your letter is unnecessary," he told the publisher.

Alvin Abbott, vice-president of Springer-Verlag, said last week that his company disagreed with the A.L.A.'s interpretation of Section 107.

"When photocopied material is put into reserve-room use it is 'systematic' copying and not 'fair use' copying," he said.

Making copies for teaching purposes—including multiple copies for classroom use—is identified as a "fair use" of copyrighted material in Section 107 of the copyright act.

According to Eileen Cooke, director of the Washington office of the A.L.A., college and university professors often put material—particularly journal articles—on reserve in the library rather than having copies made for every student in a class. Reserve-room librarians, in turn, often make a limited number of photocopies of the original article to help meet the demand for use by students.

Under the A.L.A.'s "model policy" concerning photocopying for classroom and library-reserve use, "making multiple photocopies of materials for reserve room use can indeed be fair use," said Ms. Cooke.

"It depends on the amount of material being copied in relation to the total amount assigned in the course, the number of students enrolled and the difficulty and timing of assignments, and whether the library's photocopying affects the market for the underlying work," she said.

However, Mr. Abbott of Springer-Verlag said, "Reserve-room use is not classroom use."

In his reply to Mr. Wedgeworth, Mr. Abbott said that a number of librarians had approached his company requesting blanket permission to make multiple copies of Springer-Verlag publications for reserve-room use.

The proposed agreement, he said, "was an attempt to respond to the stated needs of librarians and decrease the need for continued correspondence."

"We thought it unfair," he added, "for other such librarians not to have the identical information on those terms; thus the mailing."

Mr. Wedgeworth said the A.L.A. was still advising its members to consult with their legal advisers before entering into a written agreement with Springer-Verlag.

Vote Dramatizes AAUP Split

Continued from Page 1

ematics at Fairleigh Dickinson University—are generally regarded by the membership as well qualified for the position.

The conflict stems instead from decade-old differences over the appropriate governance structure for the 70-year-old organization. In many ways, it pits faculty members who belong to A.A.U.P. chapters that engage in union activities against those who do not.

A move this year by members of the Collective Bargaining Congress, which includes the chapters that function as unions, to field a slate of candidates to challenge the A.A.U.P. nominating committee's choices for three of the association's four top offices has triggered a public airing of differences.

Congress members decided to run their own candidates when the nominating committee included only three members from bargaining chapters among its eight nominations.

Revising the final slate for the membership involved some controversial jockeying. Mr. Falley, a vice-presidential nominee, became the congress's presidential candidate. Several nominees withdrew, including a presidential candidate, Arval A. Morris, professor of law at the University of Washington, who said he did not want choices about the future of the A.A.U.P. to be "muddied by a three-way race for president."

An advertisement in the March-April issue of the A.A.U.P.'s magazine, *Academe*, placed by 50 members who quickly formed an *ad hoc* Committee for an Open AAUP, charged members of the congress's executive committee with "seeking to take control of the association."

Said the *ad hoc* committee, whose members include former and current officers, council members, and chairmen, "The A.A.U.P. is at the most critical juncture in its history."

The advertisement continued. "The division is between two conflicting models of governance: our present professional organization that cherishes openness, debate, and diversity; or a governing structure antithetical to these values."

The committee expressed concern that "the association may become dominated by a single group committed to a closed form of government rather than to its traditional diversity." The committee also chastised the bargaining congress for "acting as an organized political party."

Norman J. Kopmeyer, the chairman of the congress, published a response in that group's newsletter in which he called the advertisement "both novel and scurrilous" and expressed concern about the "stridency of its attack" on the congress.

Mr. Kopmeyer, who is an academic adviser at Wayne State University, pointed out that the *ad hoc* committee members did not acknowledge the fact that the congress's members account for more than two-thirds of the A.A.U.P.'s total membership but "that the C.B.C. is in the minority at all levels of the association governance."

"Of the 179 individual members who have appointments to the various committees of the association, no more than 20 per cent are from collective-bargaining chapters," said Mr. Kopmeyer.

The 1984 nominating committee also had a minority of union members, he pointed out.

"The C.B.C. wishes to open the committees of the A.A.U.P. to all association members," he said.

Mr. Kopmeyer called the "public attack" against the congress "unprecedented and groundless."

"For years the leadership of the C.B.C. has expressed its concern for a united A.A.U.P. open to all members," he said. "We recognize fully the history and traditions of the A.A.U.P. and we intend to work with all members to maintain them so that the association can continue to speak effectively for the profession."

The election ballots are scheduled to be counted June 7-8. The A.A.U.P. said results will be announced immediately. —BEVERLY T. WATKINS

Enrollment Declines at Public 2-Year Colleges, Rises Slightly at Private Institutions

Continued fom Page 1

1.8 million were enrolled full time and 3.1 million part time. The declines occurred in both groups.

Two-year-college administrators attribute the leveling off in enrollments in part to a change in the national economy, which has influenced enrollments in the past.

In the early 1980's, when the country was experiencing an economic recession and fewer jobs were available, community-college enrollments grew. New high-school graduates who could not find jobs continued their studies, while workers who were laid off came back for retraining. As the recession eased and jobs opened up, many students left college to go to work.

"The improved economy and the reduction in the unemployment rate have taken people off the community-college rolls and put them on the employment rolls," said Richard L. Alfred, an associate professor of higher education and director of the community-college program at the University of Michigan.

If the economy continues to improve, according to some educators, community-college enrollments will continue to drop in 1984-85.

California's two-year-college enrollments, which decreased 10 per cent following a $96-million cut in the colleges' budget, were responsible for a portion of the decrease in the overall figure this year and will probably have a similar impact on next year's national figures, as well.

The California colleges, which enroll one-quarter of the nation's two-year-college students, "got bopped around a lot last year. They suffered severe financial distress," said Arthur M. Cohen, director of the E.R.I.C. Clearinghouse on Junior Colleges at the University of California at Los Angeles.

He predicted that tuition, which will be imposed for the first time next fall, will result in further reductions in the number of students.

"The California scene will get a little worse with tuition in position. I would bet a good hat that community-college enrollments will continue to show a decline, at least next year," he said.

Comunity-college officials do not view the current decrease in students as a one-time occurrence. They point to a number of factors that are now working against a continuing increase in students—among them, fewer high-school graduates, increasing costs, and stiffer competition from proprietary schools, which offer similar programs.

The decreasing number of high-school students may have a greater impact on the community colleges than some educators, who often assume that all two-year-college students are about 30 years old, may realize, said Mr. Parnell. "We rely on recent high-school graduates. We are still going after them."

Michigan's Mr. Alfred called tuition "very critical" for enrollments.

"If the community colleges can continue to maintain a favorable tuition, they will hold their enrollments. If their prices creep closer to the tuition of four-year colleges, they will suffer enrollment curtailment."

Mr. Alfred said some students, particularly the recent high-school graduates, considered four-year better than two-year colleges.

"Students perceive programs in terms of market value," he said. "They perceive that technical skills are not enough for the job market. They see the value of liberal arts in job promotions. They think of a baccalaureate degree as more valuable with greater career benefits."

Because students "think the four-year colleges are better now at what the two-year colleges have always done," Mr. Alfred said, they will choose four-year institutions if the costs are comparable.

Increased Competition

Mr. Parnell indicated that proprietary schools and some private junior colleges, which are "looking and acting like proprietary schools," were providing increasing competition for public community colleges.

"Students can benefit quickly from the specific job-training programs these colleges offer," he said. "They can enroll in six weeks of secretarial training and get out, which they do in hard times."

"The community colleges are hurting now because they are not doing the job we are doing," said Mary B. Wine, director of professional relations for the Association of Independent Colleges and Schools, whose members are 579 business schools and junior and senior colleges. Enrollment in those institutions "has increased by 20 to 25 per cent in the last two years, to almost half a million students," she said.

"We train for the jobs that are out there," Ms. Wine said. "We can meet the demand immediately because we don't have to go through a board of trustees to get a program approved. And if a program doesn't work the first year, we can drop it and offer something else."

Mr. Alfred attributed the enrollment increases in the private junior colleges in part to more professional marketing practices.

"The private two-year colleges know how to market the total campus environment. They stress student services. They say you will be taken care of and nurtured. You will experience social, cultural, and academic growth," he said.

"The public colleges emphasize what their courses can do for your career."

The private-college approach "makes a distinct impression on high-school students, and adult learners are not rebuffed by it either," said Mr. Alfred.

Credit Enrollment in 2-Year Colleges

	1983-84 Enrollment	1-year change
Alabama	279,706	+ 29.2%
Alaska	16,492	+ 3.2%
Arizona	118,616	+ 1.6%
Arkansas	13,152	+ 0.1%
California	1,098,462	– 10.0%
Colorado	46,671	+ 2.3%
Connecticut	44,880	– 1.4%
Delaware	8,603	+ 0.2%
Florida	220,962	+ 0.7%
Georgia	45,832	+ 1.1%
Hawaii	23,199	– 4.4%
Idaho	11,433	– 1.9%
Illinois	378,393	– 4.5%
Indiana	33,892	+ 2.6%
Iowa	41,517	+ 4.3%
Kansas	46,141	+ 5.5%
Kentucky	27,483	+ 15.3%
Louisiana	14,268	+ 0.7%
Maine	9,560	+ 3.8%
Maryland	104,463	+ 3.9%
Massachusetts	86,594	– 5.8%
Michigan	223,200	– 0.1%
Minnesota	45,101	+ 1.9%
Mississippi	44,543	+ 7.5%
Missouri	63,021	+ 4.1%
Montana	4,563	+ 4.5%
Nebraska	23,193	– 2.9%
Nevada	21,569	– 3.0%
New Hampshire	6,707	+ 0.3%
New Jersey	118,626	+ 0.1%
New Mexico	22,355	+ 8.1%
New York	291,105	+ 1.6%
North Carolina	120,818	– 1.2%
North Dakota	8,117	+ 2.4%
Ohio	162,561	+ 1.7%
Oklahoma	57,728	+ 3.0%
Oregon	65,078	– 3.8%
Pennsylvania	114,962	+ 8.1%
Rhode Island	12,602	+ 3.7%
South Carolina	41,408	– 5.7%
South Dakota	1,245	– 1.3%
Tennessee	54,409	+ 0.9%
Texas	332,692	+ 3.6%
Utah	17,983	+ 4.5%
Vermont	5,439	+ 14.2%
Virginia	113,525	+ 4.4%
Washington	123,914	+ 0.6%
West Virginia	20,215	+ 2.2%
Wisconsin	93,895	+ 0.3%
Wyoming	13,646	+ 12.7%
Total	**4,947,975**	**– 0.5%**

SOURCE: AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Fourth Annual & Second International Conference On

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'In' Box

A university's strength used to be measured by how much it expanded, says Ann E. Austin of Oklahoma State University. Today, she says, it must be measured in large part by the kind of workplace it is.

Ms. Austin, assistant professor of educational administration and higher education, and Zelda F. Gamson, professor of higher education at the University of Michigan, have written *Academic Workplace: New Demands, Heightened Tensions*, a 122-page "guide to the literature."

According to Ms. Austin, many researchers have studied the nature of work life in industry, but relatively few have delved into the nature of the academic work experience.

Particularly in times of potential retrenchment, she adds, administrators in higher education need to consider in their decision making what aspects of the academic workplace are most important to employees.

Exhaustively annotated, the publication discusses what shapes the work experiences of faculty members, administrators, and support-staff employees, and includes charts directing the reader to recent research on the subject.

In addition, it alerts scholars to gaps in that research, especially as it relates to the support staff, whose experiences "just haven't been looked at," Ms. Austin says.

To order a copy of the booklet, send $6.50 to Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington 20036; (202) 296-2597.

▪

Something is wrong in a classroom in which a professor makes the following statements:

► "If a nurse wishes to know more, she can consult the text."

► "Janet Baines, the woman economist, is noted for several important theories."

► "You boys had better get your work in on time."

Within such remarks may be sexism, racism, and other offensive patterns of discrimination, according to *Removing Bias: Guidelines for Student-Faculty Communication*, a 61-page booklet published by the Speech Communication Association.

Designed to alert faculty members to such unconscious biases and help in their elimination, the booklet is structured informally. It offers examples of discrimination and then poses "tactics for change"—ways in which a subject or statement could have been handled more sensitively.

The publication also features a sample questionnaire to gauge student perceptions of a professor's classroom demeanor.

"It should be on every person's desk, along with a thesaurus and a dictionary," said Joan Loveridge-Sanbonmatsu, a professor of communications studies at the State University of New York at Oswego who is using the booklet in a course.

For a copy, send $7.50 to the S.C.A., 5105 Backlick Road, Suite E, Annandale, Va. 22003; (703) 750-0533.

Personal & Professional

'Bad Market' for Sociologists Prompts Effort to Train Them for Posts Outside Academe

By SCOTT HELLER

When Katherine Williams went to the printer last spring to have business cards made up, she was bombarded with choices: What kind of paper? What style of type? What color?

"I felt very strange," she says. "I had no idea that there were so many decisions involved. I never had a business card before."

What Ms. Williams came up with is simple and traditional, yet in some ways radical. It says:

Katherine Williams, Ph.D.
SOCIOLOGIST

Ms. Williams, who directs a research project in the medical school at the State University of New York at Stony Brook, handed out her business cards at a recent workshop organized by the American Sociological Association. Before, she says, she would self-consciously hand out a card or two "and then make a joke." At the A.S.A. meeting, she spread them around.

"I really had to force myself to do it," she says. "But after seeing people on airplanes do it over and over, I have found that it really comes in handy."

Ms. Williams was in the right place to display her "networking" expertise. She was one of about 20 sociologists who had paid a small fee to attend a professional-development workshop in Washington on "The Ins and Outs of Contract Research."

Many of those attending wanted to leave academe and find other work. Ms. Williams herself was looking for full-time research work outside academe. Others simply wanted to enhance their skills and "marketability."

The two people who led the workshop were sociologists by trade, though they worked outside higher education.

The workshop and others like it held in the past year are part of a larger A.S.A. effort—to train sociologists for work other than academic research and teaching, and to identify and "embrace" those sociologists working outside academe.

According to Carla B. Howery, assistant executive officer of the 13,000-member group, the new emphasis "comes out of our recognition, on the black side, of a bad market for sociologists and, on the bright side, that sociologists can make a valuable contribution in other fields."

While its mission is to improve the teaching of sociology, the A.S.A.—spurred by a leveling membership, the development of separate associations for clinical and applied sociologists, and members' complaints—is branching out.

To stem the encroachment of other disciplines on sociologists' job opportunities, the association has begun to explore licensing and certification options for sociologists. This year, for the first time, it will

Continued on Page 23, Column 1

'It's Nice to Have That Income': 44 Pct. of Teachers Take Summer-School Jobs

By JEAN EVANGELAUF

"The bills go on for 12 months, and it's nice to have that summer income," said Leslie J. Coyne, director of the summer school at Indiana University at Bloomington.

"As a result of the financial crunch that faculty members are experiencing, there's more interest now in summer teaching than at any time in the past," said Jack K. Johnson, associate dean and summer-school director at Hamline University.

Their comments followed a finding, by a survey for *The Chronicle*, that 44 per cent of full-time faculty members in colleges and universities taught at least one summer-school course last year.

According to Mr. Coyne, who is also president of the Association of University Summer Sessions, most institutions, including his own, pay their summertime faculties a percentage of their regular academic-year earnings. However, he reported a trend toward capping summer salaries by paying a percentage, such as 10 per cent, but only up to a specific maximum.

"The point of that is to have funds to

Continued on Following Page

Supreme Court, in a 4-4 Vote, Affirms Due-Process Ruling

By ROBERT L. JACOBSON
WASHINGTON

A lawsuit that supporters of faculty rights feared might lead to a narrowing of constitutional due-process protections for nontenured teachers in public schools and public colleges has been decided by the Supreme Court without yielding new judicial guidance on the issues involved.

By vote of 4 to 4, but with no written opinion, the Court left standing a decision by the U.S. Court of Appeals for the Seventh Circuit that a high-school football coach and athletic director had been illegally dismissed by an Illinois school board after one year even though he had been promised at least two years of employment. After that, under state law, he would have been eligible for tenure.

Justice Thurgood Marshall, who has strongly supported due-process rights of public employees in other cases, did not participate in the latest decision after an illness prevented him from attending the presentation of oral arguments.

The Court of Appeals voted 2 to 1 last spring to uphold a lower court's judgment that the coach, Jesse A. Vail, had a "property interest" in his continued employment and that he had been denied due process. He was awarded $19,850.99 in damages to cover a year's salary and job-hunting expenses.

However, when the Supreme Court agreed to consider an appeal by the school board, faculty unions and other supporters of faculty rights warned that the Court might limit a long-standing doctrine under which probationary teachers have claimed that they must be given a hearing and a statement of reasons before they can be dismissed.

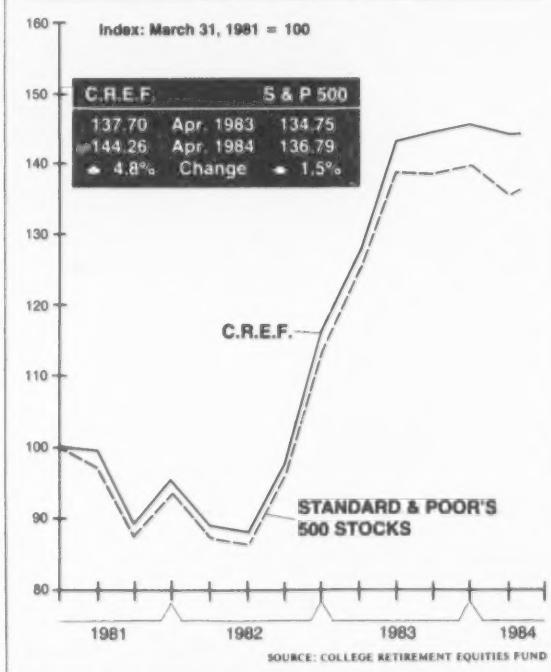
Role of Property Interest

The doctrine, known as *Roth-Sindermann* after two nontenured college teachers whose cases were decided by the Supreme Court nearly 12 years ago, means that such teachers are entitled to due process under the Fourteenth Amendment if they can show that a property interest is at stake—precisely the ground on which Mr. Vail succeeded in his suit.

What troubled faculty supporters, however, was a dissenting opinion by Circuit Judge Richard

Continued on Page 25, Column 1

Pension Money in the Stock Market



Pension funds invested in common stocks by the College Retirement Equities Fund had a total investment return (changes in market value, plus dividends, less investment costs) of 4.8 per cent during the 12 months ending April 30. The value of one "accumulation unit" (share) for April was $65.34.

Summer Jobs

Continued from Preceding Page

make the summer program larger," Mr. Coyne explained.

"The broader and deeper your program, the better your ability to attract and retain students," he said. "That's important for the long-range viability of the summer session."

Those who taught in summer school last year earned an average of $3,546, the *Chronicle* survey found. That figure is 13 per cent of the average nine-month salary for the regular academic year. The survey results are based on responses of 2,100 full-time faculty members, including those with academic ranks and those without ranks.

The survey was prepared for *The Chronicle* by John Minter Associates, an education-research company in Boulder, Colo.

Two Types of Contracts

At Lehigh University, faculty members can get one of two types of summer contracts, said Norman H. Sam, director of the summer sessions.

If student interest in a course is high, or if the course is a prerequisite for another summer course or a requirement for a major, then a professor will receive a percentage of his or her academic-year salary. However, if the course is experimental, then a professor may be hired on a contingency basis.

"The faculty member guarantees that he will teach the course, even if enrollment is low," Mr. Sam said. "Lehigh promises to give that faculty member 100 per cent of the tuition income of that course, up to the amount he would have gotten if he had been paid on a percentage basis. That way, both the faculty member and the university assume the risk of offering a new course. The university assumes the up-front risk by paying for the administrative costs of the course."

At the University of Maryland's College Park campus, faculty members receive 3.3 per cent of their academic-year pay for each summer school credit they teach.

"There are some superstars who earn a lot during the regular year, and they can do very well in the summer," said Melvin Bernstein, administrative dean for summer programs at Maryland.

Hamline used to pay a percentage of salary, but now has a straight, across-the-board summer-school salary for everyone, regardless of rank. "It's easy to administer, and everyone seems happy with it," said Mr. Johnson.

Most Work at Own Colleges

Of those surveyed who reported summer-school earnings, about 90 per cent said they had worked for their own institutions.

Mr. Coyne said Indiana's priority in summertime hiring was to provide job opportunities for its own faculty members. Most of those who want to teach in the summer are able to, he said.

"There isn't as much movement of the faculty as there used to be," he added.

"We've lost that diversity we used to get in a summer program, with faculty members coming here from different institutions."

At Arkansas Technical University, about 85 per cent to 90 per cent of the faculty members will teach in one of the institution's two summer sessions this year, said Donald L. Johnson, dean of continuing education and graduate studies.

The teachers will get one-ninth of their academic-year salary for teaching two courses in one five-week session, he said.

"Although many would like to teach in both sessions, we don't have a large-enough enrollment for that," he said. "We seldom go outside of the university to hire summer faculty members. We want to provide an opportunity for summer employment."

At Hamline, most summer-school faculty members come from within the institution, and nearly all of those professors who want to teach in the summer are able to do so, according to Jack Johnson.

Job Shortage at Lehigh

At Lehigh, however, some faculty members who want summer teaching positions are unable to find them.

"In business and economics, every faculty member who wants to teach gets a job," said Mr. Sam. "In those areas we often have to look off-campus because we're short of faculty ourselves. In most of the arts and sciences, though, there aren't enough jobs, and the departments have offered those jobs on a rotating basis. My office has discouraged the departments from giving senior faculty members preference, and most of them have complied.

"Younger faculty members often resist summer teaching so that they can have the time to write and publish and work toward tenure," Mr. Sam continued. "The younger people might have two wage earners in the family, while the older faculty members often have only one. So the older people might need the money more."

"We have a good mix of senior and junior faculty members teaching in the summer," said Mr. Bernstein of Maryland.

"There was a time when there tended to be more junior faculty, but the job market has tightened up, so we now have more senior faculty teaching in the summer."

CHRONICLE SURVEY

Faculty Members' Summer-School Earnings, 1983

By discipline group and type of institution†

	Per cent reporting earnings	Average amount of earnings	Average per cent of base salary ‡
Arts, fine and applied			
Public			
Doctoral institutions	60%	$5,187	18%
Comprehensive institutions*	48%	3,068	10%
2-year institutions	25%	2,036	8%
Private			
Doctoral institutions	—	—	—
Comprehensive institutions*	55%	2,038	9%
Liberal-arts institutions	16%	1,592	8%
Business and economics			
Public			
Doctoral institutions	59%	$5,766	16%
Comprehensive institutions*	73%	4,315	15%
2-year institutions	51%	3,104	12%
Private			
Doctoral institutions	73%	5,538	19%
Comprehensive institutions*	55%	4,590	16%
Liberal-arts institutions	40%	3,803	18%
Engineering (a)			
Public			
Doctoral institutions	29%	$5,598	14%
Comprehensive institutions*	27%	6,265	18%
2-year institutions	31%	4,209	16%
Private			
Doctoral institutions	38%	5,632	13%
Comprehensive institutions*	64%	3,711	12%
Liberal-arts institutions	—	—	—
Humanities (b)			
Public			
Doctoral institutions	50%	$3,819	13%
Comprehensive institutions*	53%	3,402	12%
2-year institutions	42%	2,639	10%
Private			
Doctoral institutions	21%	4,430	15%
Comprehensive institutions*	44%	2,643	10%
Liberal-arts institutions	37%	2,222	10%
Physical education			
Public			
Doctoral institutions	60%	$3,140	12%
Comprehensive institutions*	56%	3,020	11%
2-year institutions	57%	4,963	16%
Private			
Doctoral institutions	25%	5,000	19%
Comprehensive institutions*	41%	2,863	13%
Liberal-arts institutions	46%	1,278	6%
Science and mathematics			
Public			
Doctoral institutions	33%	$4,657	14%
Comprehensive institutions*	48%	4,008	13%
2-year institutions	58%	2,837	11%
Private			
Doctoral institutions	17%	4,175	12%
Comprehensive institutions*	59%	2,808	11%
Liberal-arts institutions	44%	1,772	8%
Social sciences			
Public			
Doctoral institutions	48%	$4,610	15%
Comprehensive institutions*	64%	3,744	14%
2-year institutions	57%	3,245	13%
Private			
Doctoral institutions	55%	4,659	15%
Comprehensive institutions*	72%	2,850	11%
Liberal-arts institutions	41%	1,865	8%
Vocational education (c)			
Public			
Doctoral institutions	42%	$4,193	14%
Comprehensive institutions*	55%	2,977	12%
2-year institutions	30%	2,592	10%
Private			
Doctoral institutions	47%	6,029	18%
Comprehensive institutions*	44%	1,622	7%
Liberal-arts institutions	14%	1,200	6%

† Includes full, associate, and assistant professors, instructors, and faculty members without academic rank.
‡ Base salary does not include fringe benefits or the value of contributed services.
* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.
(a) Includes computer science.
(b) Includes language, literature, and communications.
(c) Includes home economics, health, and nursing.
— Insufficient data.

By discipline group and rank

	Per cent reporting earnings	Average amount of earnings	Average per cent of base salary ‡
Arts, fine and applied			
Professor	47%	$2,969	10%
Associate professor	52%	3,837	15%
Assistant professor	30%	1,541	7%
Business and economics			
Professor	52%	$5,613	16%
Associate professor	70%	4,913	17%
Assistant professor	60%	3,959	16%
Engineering (a)			
Professor	40%	$5,494	14%
Associate professor	33%	4,638	14%
Assistant professor	29%	5,029	18%
Humanities (b)			
Professor	46%	$3,544	11%
Associate professor	44%	2,724	11%
Assistant professor	46%	2,701	13%
Physical education			
Professor	53%	$3,296	11%
Associate professor	54%	3,896	16%
Assistant professor	46%	2,522	11%
Sciences and mathematics			
Professor	45%	$3,526	11%
Associate professor	54%	3,343	13%
Assistant professor	34%	2,592	12%
Social sciences			
Professor	47%	$4,318	13%
Associate professor	64%	3,776	15%
Assistant professor	61%	2,138	10%
Vocational education (c)			
Professor	41%	$2,935	9%
Associate professor	43%	4,852	16%
Assistant professor	46%	2,370	11%

By type of institution and rank

	Per cent reporting earnings	Average amount of earnings	Average per cent of base salary ‡
Public and private doctoral institutions			
Professor	39%	$5,312	14%
Associate professor	55%	5,022	17%
Assistant professor	42%	3,282	13%
Public and private comprehensive institutions*			
Professor	55%	$3,751	12%
Associate professor	57%	3,551	14%
Assistant professor	51%	2,788	12%
Public and private liberal-arts institutions			
Professor	36%	$2,182	8%
Associate professor	47%	1,907	9%
Assistant professor	36%	1,832	9%
Public 2-year institutions			
Professor	51%	$3,717	12%
Associate professor	51%	4,530	16%
Assistant professor	47%	2,533	11%
All institutions			
Professor	46%	$4,064	12%
Associate professor	54%	3,844	15%
Assistant professor	46%	2,697	12%
All ranks †	**44%**	**$3,546**	**13%**

Note: Survey data are based on responses of 2,100 faculty members who offered courses in the fall of 1983. A sample was drawn from faculty lists that were revised on October 1, 1983. The final useable rate of response to the survey was approximately 16 per cent.
Data are weighted to represent faculty members at institutions of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students. Data are also weighted according to discipline.
Technical inquiries about the survey should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES